were concerned merely to assert themselves over against the others, sometimes in direct aggression, provoked or unprovoked, sometimes in destroying the activities of others, and in open hostility to the adults present. Then gradually, and with occasional resurgences of mere wild disorder, the group began to take a definite social shape, and the behaviour of particular children changed in the most remarkable way, until by the end of the year, any typical day was occupied by constant free activity, with full give and take of friendly adaptation. The children showed an outstanding zest and pleasure in all their activities, and an unusual degree of free inventiveness, combined with a concrete appreciation of social realities. The change in some of the more difficult, children was remarkable—a change from fear and peevishness and active hostility, to calm and friendliness and freedom in play and cumulative activity.[1] In some cases it was a dramatic change, leading to a sharp contrast between the school periods and holiday periods. For example, two children of different families who had suffered from insomnia and night-terrors from the earliest babyhood began to sleep regularly the whole night through soon after they came to school, continuing to do so the whole term, but losing this within a day or two of the beginning of a holiday/'*

The most satisfactory testimony as to these changes came from one of the children themselves. Harold's remark (18.3.25, recorded in its place on p. 99) that " There's no hitting now ", whilst somewhat over-generous and optimistic, was a spontaneous comment from one of the more difficult children which was very gratifying to me at the time.

Even those children who were withdrawn at the end of the first term already showed a great improvement

in their life within the school, enough so to make their removal a source of grief to me. And of those who remained with me, some of the more difficult were nevertheless among the most gifted and attractive of the children, and of great social and intellectual value to the group as a whole, on all other than their worst

[1] I was told about the end of the first year of the school that someone had said in Cambridge that I '' had taken the ten most difficult children in Cambridge and turned them into ten lambs ! " This was no little exaggeration in both directions. Not more than five of the children were really difficult, and as the records plainly show, they were not turned into " lambs."

[2] V. " Contribution a la Psychologic Sociale des Jeunes Enfants ", *Journal de Psychologic,* XXVII, 5-6.